

Crosswalk Directions:						
College Readiness Items to 2007 MLR						
1. Use a Y (yes), an N (no), or a P (partially) to indicate the extent to which the item of the College Readiness list can be found in the 2007 MLR. If you indicate that the item is partially found, please explain in the cell of the spreadsheet. If you answer “no”, please respond only to question 6, 8, and 9.						
2. Use a Y (yes), an N (no), or a P (partially) to indicate the extent to which the concept/idea of the College Readiness item can be found in the 2007 MLR. If you indicate that the idea/concept is partially found, please explain in the cell of the spreadsheet.						
3. Use a Y (yes), an N (no), or a P (partially) to indicate the extent to which whether the wording of the College Readiness item can be found in the 2007 MLR. If you indicate that the wording is partially found, please explain in the cell of the spreadsheet.						
4. Indicate where the College Readiness items can be found in the standards, performance indicators and/or appropriate descriptors of the 2007 MLR. For example, one might indicate A (standard A), A1 (standard A, performance indicator 1), A1a (standard A, performance indicator 1, descriptor a), A1a, b, and e (standard A, performance indicator 1, descriptors a, b, and e).						
5. Indicate with a 1, 2, 3, 4, 5 or 6 the level of Bloom’s Taxonomy that best represents the cognitive demand of the 2007 MLR. Where more than one level of cognitive demand is indicated please use more that one designation. Please use the attached copy of Bloom to guide your decision about the cognitive demand.						
6. Indicate with a Y (yes) or an N (no) whether there is anything in the overall wording of the standard or performance indicator that limits student access to assessment. As an example, the word “write” might be construed as limiting access to assessment by demanding a physical demonstration of putting ideas onto paper whereas the use of the work “compose” offers the opportunity for students to dictate their ideas to a scribe.						
7. At the end of the standards and performance indicators please list those standards, performance indicators and descriptors of the 2007 MLR not found in the College Readiness items.						

English Language Arts CROSSWALK: College Readiness for English Language Arts to 2007 MLR	Is it in the 2007 standards ?	Is the CONCEPT/ID EA the same?	Is the WORDING the same?	WHERE is it found? (Standard, PI, Descriptor)	At what level of Bloom's taxonomy is the COGNITIVE DEMAND in the 2007 MLR?	Does the wording limit student access to assess-ment?
A. Competencies for college readiness in writing						
<p>* developing arguments in writing and using evidence to support arguments</p>	<p>Yes</p>	<p>Yes, The intent is the same in both documents.</p>	<p>The 2007 expects students to write thesis-driven essays that build a logical argument and support assertions with examples and evidence that are accurate, credible, and relevant.</p>	<p>2007 Grade Span 9-D descriptor B3b</p>	<p>Levels 3-6</p>	<p>Yes</p>
<p>* using ideas from reading in new contexts</p>	<p>Partial, The CRE description provides much latitude for students to use ideas from reading in new contexts.</p>	<p>The 2007 Grade Span 9-D PI s A3 and A4 have targeted purposes that are more specific than the CRE description of using ideas from reading in new contexts.</p>	<p>The 2007 Grade Span 9-D descriptors focus on the credibility, truthfulness, and usefulness of ideas presented in leveled informational texts and persuasive texts.</p>	<p>2007 Grade Span 9-D PI A3, A4</p>	<p>Levels 2-6</p>	<p>No for A3 and A4 and Yes for B3a</p>

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* evaluating arguments found in reading according to logical rules	Yes	Both document expect students to evaluate arguments found in reading.	In the 2007 PI document, students are expected to evaluate the validity, truthfulness and usefulness presented in informational and persuasive texts.	2007 Grade Span 9-D A3 and A4	Levels 2-6	Yes
* creating coherence between parts of an essay	Yes	Yes, Both documents expect students to write to achieve coherence within the writing.	The 2007 PI s expect students to structure ideas in a sustained and logical fashion.	2007 Grade Span 9-D B3, B4, B2b	Levels 3-6	Yes
* revising sentences for logic, completeness	Yes	Partial, Both documents expect students to revise to improve the quality of a piece of writing. The 2007 document expects students to ensure through their revisions that the piece of writing will be effective for the targeted audience and purpose.	The 2007 descriptor expects students to revise drafts to improve the synthesis of information from sources and to ensure that the organizational structure, perspective, and style are effective for the targeted audience and purpose.	2007 Grade Span 9-D descriptor B1c	Levels 3-5	No

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* using subordination, coordination, and parallelism comfortably	Yes	Yes, Both documents expect students to effectively use structures and conventions when writing. The 2007 document articulates that the structures and conventions of Standard American English be used.	The 2007 descriptors expect students to use appropriate syntax, punctuation, sentence and paragraph structure to suit purpose, context, and audience.	2007 Grade Span 9-D descriptors D1a and D2a	Levels 2-5	Yes
* reading analytical texts which make arguments	Yes, Both documents expect students to read analytical texts which make arguments.	The 2007 PI s moves beyond reading analytical texts to expect students to evaluate the ideas presented and to note how text features and text structures affect the information.	The 2007 PI s expect students to evaluate the validity, truthfulness, and usefulness of ideas presented in informational or persuasive texts and to note how text features and text structures affect the information presented.	2007 9-D Grade Span A3, A4	Levels 2-6	No

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		Partial, The 2007 descriptor expects students to be able to use appropriate vocabulary in different modes and for different purposes. There are some academic terms that would be appropriate to expect students approaching the end of the grade span to demonstrate ownership through their use of these terms.				
* use academic vocabulary	Partial, The CRE expects students to use academic vocabulary but it is unclear to what extent.		The 2007 descriptor expects students to demonstrate ownership of appropriate vocabulary by effectively using a word in different modes and for different purposes.	2007 Grade Span 9-D descriptor A1b	Levels 1-5	No
* participating in discussions and in peer review of drafts		No, The CRE expectation is instructional guidance and could be found in the pending instructional contexts link off from the 2007 document.				No
Standards, PIs, Descriptors NOT found in 2007 document	1					